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Teaching the Newspaper

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Teaching the Newspaper

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The number of EFL newspaper classes offered by universities in Japan has soared in recent years. The reasons are many. 1) Newspapers are relevant. They present current happenings which affect all of our lives. 2) They are real. They are a major source of information for millions of native speakers every day. 3) They are varied in content. They offer stories to suit every taste, from national and international news to movies and sports.

Despite the potential that newspapers have as a learning tool, many teachers are at a loss when it comes to using them. Their classes often take the form of an unguided, 90-minute newspaper reading period, much like passing time on the bus, or a conversation course using the newspaper each week as a prop. In both instances teachers forfeit the chance to foster the skills most fundamental to newspaper study: vocabulary acquisition and reading. It is the purpose of this paper to discuss the features which make the newspaper a unique teaching tool and to offer suggestions, supported by the literature, on teaching approaches to exploit its full potential.

First, let us mention a position found in recent research on reading which may seem at odds with our ideas. Most literature of this decade supports extensive reading as one of the best ways to improve students' overall reading ability in a foreign language (Nation). In extensive reading students receive minimal to no reading instruction but read great amounts in English, resulting in a gradual rise in their reading level. Students usually work with graded readers which control strictly for vocabulary and structures, though some programs use simple, authentic texts (Forrest). The difficulty in utilizing this

method with Japan's typical, required English classes of 50 or more students is the unavailability of large class sets of such readers or the limited choice of readings where these materials exist. An equally serious drawback in large classes is the inability of teachers to verify that students are actually doing the time-demanding readings.

As yet no extensive reading program exists using the newspaper as its base. Characteristics of newspaper articles, including their timeliness, wide range of vocabulary, and variable reading level, make the newspaper an unlikely candidate for any future extensive reading program either.

What could be argued, however, is that a carefully structured newspaper course, controlled for level, over time could make it possible for students to read this medium extensively on their own. There are many sources of shortened and vocabulary-glossed English language news articles available in Japan today: 1) Student newspapers, like the *Shukan ST and Asahi Weekly*; 2) language learners' pages in regular newspapers, as the "Language Connection" feature in the *Daily Yomiuri* (Stafford-Yilmaz); and 3) on-line, annotated news stories, such as those provided by the *Japan Times* at <http://www.japantimes.co.jp/>. For a list of other on-line newspapers appropriate for students, see Kamimoto, p. 60. By using these materials and by establishing in first year university students the habit of regular newspaper reading, made easier through guided exercises, we can nurture the interest and intrinsic motivation students need to continue such reading lifelong. American educators have maintained for generations that "newspapers are the first defense of a free society" (Cheyney). Furthermore, until our students have the chance to build friendships firsthand with native English speakers, an often-expressed goal among Japanese learners (Hullah), newspapers provide them with a direct connection to current western thought and culture.

The principles of reading instruction apply generally to newspaper teaching but must be adapted to suit this particular medium and the students we deal with. It is helpful to review the general reading principles set forth in Paulston's

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Teaching English as a Second Language along with research on Japanese university students as support for the newspaper teaching strategies we propose.

Selection of appropriate texts is crucial to reading improvement, according to Paulston. Materials should be in general standard English, highly interesting; and “ideologically compatible” with students’ cultural values. On the intermediate and advanced levels, readings should be diverse in form, content, and purpose and match the students’ reading level but still “exhibit the complexity typical of unsimplified written English.”

With regard to interests, a survey of ESL university students in America (Japanese comprising the highest percentage, 25 percent) showed their marked preference for nonfiction over fiction and, in descending order, for readings on 1) world problems, 2) sports, and 3) travel (Lipp). Also, in a nationwide survey of the attitudes of Japanese EFL university students toward their textbooks, Paul Hullah found that students prefer content-based texts, which 73 percent felt were more interesting than conversation coursebooks. He concluded that, “For optimal success in the classroom, we must be prepared to accommodate student opinion in EFL textbook selection.”

A newspaper activity developed by Dr. Michael Scott during his years at Nichibei Language School in Yotsuya, Tokyo, allows teachers to meet the reading interests of every student in class. For homework students find a newspaper article suitable for discussion. There can be some restrictions as to length and newsworthiness, but essentially students are free to choose almost any news item that appeals to them and that they can understand. This allows for individual differences in interest and reading level. Before class students complete in writing a form containing three types of questions:

- a) pre-reading questions on the title of the article and what it means
- b) content questions covering basic facts: who, what, when, where, why, and how, and
- c) personal reaction questions, calling for analysis and response to such items as, “Why is the topic of this article important?” and “What is your opinion of

the problem presented in this article?”

Dr. Scott includes two more steps. Students must select and explain in English five vocabulary words essential to understanding their article. They must also write three “why” questions to test a fellow student on the content of this homework. Questions might include, “Why did this event happen?” and “Why is this news important to me?” Question groups a), b), and c) resemble Paulston’s recommended pre-reading, skimming-scanning, and post-reading questions. They also require different types of processing: restatement, analysis, and summarizing, the latter a skill with which Japanese freshmen particularly need practice (Matsuda).

In class students use their articles and homework in a reporting activity before turning everything into the teacher. The steps in this process are as follows:

- (3 min.) 1. Students review their own articles and homework as the teacher moves around the room, checking that everyone is prepared.
- (3 min.) 2. Student pairs, designated as A (student on the left) and B (student on the right), exchange articles and scan headlines, pictures with captions, and the first line of each paragraph for a basic idea of content. The students then return each other’s articles.
- (3 min.) 3. Student A reports his/her answers to the pre-reading and content questions as B takes notes.
- (3 min.) 4. Student B asks the personal questions. A responds and B takes more notes.
- (2 min.) 5. Student A asks B his/her “why” questions to check B’s comprehension.
- (3-5 min.) 6. Student B uses his/her notes and reports to a new Student A on the content of his/her original partner’s article.

Steps 1 through 6 are repeated with Student B doing the reporting this time. The entire process takes 35 to 40 minutes. Forms used for this activity are included

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in Appendix I.

This lesson is highly successful because it requires every student to be active during every step. It also exercises all four skills. This accommodates a range of learning styles and satisfies the wishes of most Japanese students who on motivation surveys list better speaking as one of their main goals in studying English (Burden). Furthermore, it gives students at all levels a sense of accomplishment for having successfully communicated in English using their existing skills. As Peter Burden writes, based on his motivational studies of Japanese students who consistently underrate their English abilities,

The stronger the sense of mastery that can be engendered, the more active students will become. This will encourage a sense of value in the instruction itself, and a resultant confidence boost that successful task completion brings.

Students turn in their homework at the end of class and receive it back, scored and with comments, at the beginning of the next class.

Whatever time remains in class after such an activity should be devoted to reading development. Students themselves admit to their need for reading help. Matsuda and Gobel, studying 252 first semester students at one Japanese university, found an apprehension toward foreign language reading which was distinct from apprehension for foreign language learning in general. English vocabulary and grammar were the biggest anxieties. As the authors state, "First-year students tend to be more concerned about unfamiliar topics, unknown sounds, words, and grammar." Paulston groups these concerns into two categories, vocabulary and structure, and deems vocabulary comprehension the more important factor in reading success.

In classes where students use a textbook and do the same readings, the introduction of target vocabulary is a simple matter. In a course where every student does a different reading, vocabulary instruction requires more effort and imagination by the teacher. Offering one approach, Schmitt states, "almost any field has its own specific technical vocabulary that represents the concepts

critical to that field's understanding. Vocabulary exercises focusing on this key technical vocabulary must surely be of use to the learning of that field." Although the range of subjects covered by newspapers might suggest otherwise, there is a small body of reporting language that could be covered in early lessons. Kitao offers a helpful collection of common headline vocabulary in her 1992 textbook. Beyond this, however, presenting vocabulary in context is probably the best approach in newspaper reading courses. Teachers need to introduce strategies for making guesses about word meaning, as in the exercise that follows from Yorkey.

Context Exercises

Exercise 3-14.

This exercise will help to direct your attention to the kind of information that a context may give you. In each exercise there are three sentences, each one adding a little more information. Each sentence has three possible definitions of the italicized word. On the basis of the information in the sentence, decide whether the definition is <i>improbable</i> , <i>possible</i> , or <i>probable</i> . Write one of these words on the line for each definition. The first exercise is done for you as an example.	We had a <i>whoosis</i> .		There is not enough information in the context. All three are possible definitions.
	a tropical fish	<u>possible</u>	
	an egg beater	<u>possible</u>	
	a leather suitcase	<u>possible</u>	
The explanation appears in the right-hand column.	We had a <i>whoosis</i> , but the handle broke.		The additional information about the handle makes "a tropical fish" improbable. Since egg beaters and suitcases have handles, they are still possible.
	a tropical fish	<u>improbable</u>	
	an egg beater	<u>possible</u>	
	a leather suitcase	<u>possible</u>	
	We had a <i>whoosis</i> , but the handle broke, and so we had to beat the egg with a fork.		"A tropical fish" is still improbable. Because a suitcase is not normally used to beat eggs, this now is also improbable. "An egg beater" is the most probable definition.
	a tropical fish	<u>improbable</u>	
	an egg beater	<u>probable</u>	
	a leather suitcase	<u>improbable</u>	

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Later work should focus on vocabulary in high interest newspaper articles.

This same vocabulary or other words encountered in exercises in class can also be used for word family exercises. In such exercises students are given a word and asked to find other words with the same base, usually other parts of speech. The example below is adapted from Yorkey.

Directions: Use your dictionary. Find the base word. Then find other words (the other parts of speech) that also have this base.

VERBS	NOUNS	ADJECTIVES	ADVERBS
X	precision	<u>precise</u>	<u>precisely</u>
predict	_____	_____	X
provoke	_____	_____	X
reflect	_____	_____	X

Knowing the meaning of one word in the family enables the student to better guess the meaning of related words met in the future. Native speakers automatically recognize the connection between words with similar forms. Foreign learners do not, so this exercise needs to be done regularly.

Another method widely used in America but rarely seen in textbooks in Japan is work with etymology or the explanation of the common Latin and Greek morphemes occurring in words in academic and journalistic writing. Studies of American students of Latin show that they outperform their peers on vocabulary and SAT tests and in learning other languages (DeVane). ESL teachers with mixed ethnic groups note the advantages that speakers of Latin-based languages (French, Spanish, Portuguese, etc.) have over other students in reading and vocabulary. Studies show that these differing levels can be brought much closer together by the regular classroom presentation of Latin and Greek forms (Bellomo). Paulston cautions that the forms presented should be productive, unequivocal in meaning, and drawn from words that the students already know. Frank E. Daulton's "List of High Frequency Baseword Vocabulary for Japanese EFL Students," a compilation of 734 English loan words in common

use in Japan, is one source for those uncertain of their students' vocabulary background.

An additional, useful resource is the index of Latin forms presented in *Reader's Choice*, 3rd edition, a long-time favorite of American ESL reading teachers. To show students the relevance to newspaper study, teachers should present these forms using words in newspaper contexts, either short excerpts from real articles or teacher-adapted versions incorporating the target forms.

Guessing-from-context exercises can also be written to include Latin-based words for which students know only part of the meaning. For example, after studying *ex*, meaning "out," students could make intelligent guesses about the italicized words in the following sentences.

1. I *extracted* the letter from the envelope and began to read it.
2. She *extinguished* the candle before going to bed.

Writing such exercises requires considerable time on the teacher's part. These forms must also be tested on a regular basis to make sure that students do not forget them. There is an urgent need for textbooks in Japan which support the teaching of Latin-based vocabulary.

Added to this, there is the problem of structure, which means both the organization of newspaper articles and the grammar used within them. Newspaper reports have their own unique organization which students need to be taught. Headlines are followed by bylines, credit lines, datelines, and text. In news articles information is presented in the form of an inverted pyramid. That is, a lead of two or more sentences gives a condensed summary of the news, attempting to answer the questions: Who is the story about? What happened? When did it happen? Where did it happen? Why did it happen? How did it happen? Following paragraphs elaborate on the lead, providing details in descending order of importance. Students need to be regularly reminded of organization and to be given frequent practice in finding the answers to the 5W 1H questions above.

Newspaper articles also have distinctive grammatical features. Sentences

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are shorter, relative clauses rarer, and noun phrases more common than in ordinary writing. Most articles, when possible, also avoid “of” forms and prepositional phrases (Kitao, 1996). Potentially confusing sentences with such grammar can be explained and more practice given through exercises.

Headlines employ a specialized language sometimes referred to a “headlinesese.” The aim of a headline is to represent in short form the most important information in the lead. For brevity’s sake headlines omit short words, such as articles and copulas, and utilize abbreviations, truncated words, and simple verb forms. It is important in early lessons to give students practice in deciphering headlines and to expose them regularly to headlines throughout the course.

With respect to structure, Japanese teachers have a small group of textbooks to choose from. *Newspaper English* (Nan’undo, 2001) is a collection of glossed readings on such topics as the inverted pyramid, leads, and headlines, accompanied by comprehension question. *How to Read Newspaper Headlines* (Asahi, 2003) and *The Basics of News Reading* (Asahi, 2004) both give practice in finding information in vocabulary-glossed leads and in short news articles. The 2003 title also offers several exercises on headlines and grammar. While well-written, the explanatory information in these texts is in Japanese, discouraging their use by native English teachers.

Kitao (1996) recommends that at least one class be devoted to examining the overall organization of English newspapers. This he outlines as follows:

- news stories
- feature stories
- business section
 - news stories
 - feature stories
 - the stock market report
 - exchange rates for foreign currency
- sports section
 - news stories
 - feature stories

- ☐ columns
- ☐ editorials
- ☐ letters to the editor
- ☐ reviews
- ☐ schedules
- ☐ cultural events
- ☐ other
 - comics
 - classified advertisements
 - weather reports

For such a lesson it is best to order a class set of a Japan-based, English newspaper. Many publishers offer discount rates for large classes and deliver to schools. Kitao's report includes an exhaustive, 39 item questionnaire which can be used with any daily newspaper to survey format and content. Completing this form could easily take students one to two class periods. A better use of Kitao's list might be as a source from which teachers can develop their own, shorter forms. If the teacher has access to the newspaper ahead of class and adequate preparation time, she can also devise a scavenger hunt of the most interesting, bizarre, and amusing information found within. This is a fun way for students to practice skimming and scanning while acquainting themselves with the paper's format. Goodmacher offers examples of scavenger hunt questions written at three levels for an issue of the *Japan Times*: easy (How much is the newspaper?); low-intermediate (What TV program is on at 8:54 p.m. on Channel 15 in Nagoya?); and intermediate (What percentage of schools in Japan have access to the Internet?).

As with any reading class, newspaper courses can become tedious and predictable. Paulston urges the use of a variety of supplementary activities. We offer a set, gleaned from *The Language Teacher* and the Internet, which were designed for newspaper classes and successfully tested on Japanese students.

1. Newspaper survey: a good opener (15 min.). Given the form below, students take turns interviewing their partner on his newspaper reading habits (Gershon).

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Newspaper Survey

1. How often do you read the newspaper? _____
2. Where and when do you usually read the newspaper?
3. Place _____ Time of day _____
 In one sitting _____ In a week _____
4. Which sections of the newspaper do you:
 always read _____
 sometimes read _____
 never read _____
5. Do you (or does your family) subscribe to a newspaper? YES/ NO
6. Which newspaper (s) do you usually read? _____
 Why? _____
7. Do you ever read English language newspapers? YES/ NO

2. Newspaper profile: for small classes. (Time varies.) Groups of two to three students are each given a different English language newspaper sold in Japan. They complete the form below and then take turns presenting their findings to the class (Gershon).

Newspaper Profile

Newspaper Name _____ Data _____
 Number of Pages _____ Price _____
 Slogan _____
 Index location _____
 Contents (Sections) _____

 Largest Section _____ pages Smallest section _____ pages
 Front Page: Total number of articles _____
 National/ Local news _____ International news _____
 Average length of articles (No. of paragraphs) _____
 Whole paper: % of space taken by:
 News articles _____ % Pictures/Photos _____ % Advertising _____ %
 General comments _____

3. Scanning and skimming. (50 min.) 1) Introduce 10 new vocabulary words to students before giving out the reading of 100 words or more. 2) Call out each word at 3 to 5 second intervals for students to underline. 3) Have students skim 3 times for 20 second periods. After each skimming they should write down what they think the reading is about. The last time they must tell their guess to a partner. 4) Students skim a list of 5 comprehension questions and make one last guess on the reading's content, which they share with the class. 5) Students read the passage again at their own pace and answer the comprehension questions. 6) Students check answers in pairs and respond to topic-related discussion questions (Herbert).

4. Guessing from context. (10 min.) 1) Find a fun reading at a comfortable level for the class and run off a class set. 2) In class announce that students will be reading a passage and making guesses about words. 3) In a theatrical manner take out a large pair of scissors and snip along the right side of the handouts, cutting off 1 or 2 words per line. Ask students working in pairs to guess the missing words (Akgun).

5. Group newspaper article reporting. (2 class periods) 1) Groups of 2 to 3 students select a newspaper article, read it, and write their answers to questions similar to those found in Dr. Scott's activity. 2) For homework they make multiple copies of the article and practice a group presentation of their written report. 3) In the following class they rehearse and make their presentation to a group of 3 to 4 other students, who take notes. 4) Listening students are encouraged to ask questions throughout. 5) Presenters test listeners at the end of the presentation (Jannui, adapted).

6. Jigsaw newspaper reading. (45 min.) 1) Find two newspaper articles on the same topic, an earlier account (Story A) and a later account (Story B). 2) Prepare and distribute copies so that half of the class receive A and half B. 3) Introduce vocabulary and the topic. 4) Tell students that A and B represent earlier and later reports on the same story. 5) Group the A students in pairs and the Bs in pairs. A's read their story and write 3 to 4 questions to ask B about the

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outcome. Bs should also read their story and write 3 to 4 questions which they anticipate A will ask. 6) Pair A's with Bs. A's ask and Bs answer questions. A's take notes. 7) To conclude, solicit any unanswered questions and speculate on answers (Jackson). Dycus suggests another jigsaw activity which uses one story cut into 3 sections.

7. Top ten stories (Time varies.) 1) Consult the Sunday *Japan Times*' "Weekly News Roundup" for the top 10 stories of the week. 2) Present the list to students in random order and ask them in groups of 3 to discuss and then number the stories in order of importance, from 1 to 10, or to select the top 3 stories and explain their choices. 3) Tally class answers and compare with the *Japan Times* ranking. Variations of the above are also possible: a) students can create their own list of the week's events; b) teachers can prepare sentence lists of happenings with key words missing, which students can guess or complete from a word list; c) students can correct misinformation inserted by the teacher into a list of news events, then rank them; d) students can rank the top 10 stories of the year (Picken).

8. Editorial cartoons. (5-10 min. each) An amazing array of daily editorial page cartoons published in major American newspapers is available on-line at Daryl Cagle's Professional Cartoonist's Index (<http://cagle.slate.msn.com/news/>). 1) Carefully select and copy cartoons with contexts and messages readily identifiable by students. It is helpful to choose news events previously covered in class. 2) Under each cartoon write 4 thought questions:

1. What do you see in the picture?
2. What news story is this cartoon related to?
3. What is the opinion of the cartoonist about this news?
4. What is your opinion about this news?

Attach this exercise to the end of any activity that some students are likely to finish early. This will provide engaging material for the faster students while they wait for the rest of the class.



J.D. Crowe,
Alabama ? The Mobile
<http://cagle.slate.msn.com/news/IraqPrisonPhotos/1.asp>

7/22/04

1. What do you see in the picture?
2. What news story is this cartoon related to?
3. What is the opinion of the cartoonist about this news?
4. What is your opinion about this news?

To conclude, teaching the newspaper effectively means teaching reading, vocabulary, and structure. Students need to be taught the grammar of headlines, the organization of articles, and the methods for deciphering vast amounts of vocabulary through context clues and Latin-based forms. The motivation of Japanese students must also be considered. Ideally, students should be able to choose their own articles for study and use them in combined speaking, listening, reading, and writing paired practice activities. Supplementary exercises should be plentiful, varied, and of high interest. Newspaper reading and an informed citizenry are our most important defense in this time of global uncertainty. By encouraging the regular reading of the newspaper and supporting it with guided instruction, we can also establish in our students a lifelong habit which will give

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them a better understanding of the complex, multicultural world we live in.

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Appendix 1

GUIDELINES

- I. SUMMARY (In class you will speak about 3 minutes, answering A and B.)
 - A. Give the title of the article. Tell what the key words in the title mean.
Explain the title.
 - B. Summarize the article. In your summary, answer the following: (1) Who is the article about? (2) What happened? (3) When did it happen? (4) Where did it happen? (5) Why did it happen? (6) How did it happen?
- II . REACTION (Look at A, B, C, and D. Choose 3 or 4 of these questions to answer. In class you will speak for about 3 minutes.)
 - A. Why is the topic of the article important? /OR/ Why is the article in the newspaper?
 - B. What is your opinion of the article? /OR/ What are your comments on the article?
 - C. How does the article relate to your life? /OR/ What did you learn from the article?
 - D. What is the problem or issue discussed in the article? How could the problem or issue get worse? How could the problem or issue be solved?
 - E. What happened in the past regarding topic of your article? What will happen in the future regarding the topic of the article?
- III . PREPARATION (This information is important. It will help your partner understand the vocabulary and main ideas in your article.)
 - A. Give the definitions in English of all the difficult vocabulary words you need to know to understand the article. Underline the vocabulary words in the article. Do at least five vocabulary words.
(その記事を理解するのに必要な、難しい語彙をすべて英語で定義しなさい。

それらの語彙《少なくとも 5 語》に下線を引きなさい。)

- B. Write 3 “why” questions for other students to answer about the article. Each question should begin with the word “why.” Write the answers to the questions. You will ask your partner these questions to see if he understands your oral presentation.

(記事について他の学生が答えるための「なぜ」という質問を3つ書きなさい。各問 “why” ということばで始めなさい。それらの質問に対する答えを書きなさい。あなたのパートナーにこれらの質問をし、あなたの言っていることを相手が理解しているかどうか確かめることになります。)

Newspaper Article Worksheet

Directions: Write at least 300 words on this paper. More is better. Use complete sentences.

I. Summary (3 minutes speaking)

- A. 1. The title is
2. “ (word) ” means
3. The title means
- B. 1. The article is mainly about (people)
2. The article is about (topic or incident)
3. This information was published (when)
The action happened (when)
4. It happened (where)
5. It happened because
6. The way it happened was

II. Reaction (Finish 3 or 4 of these; speak 3 minutes.)

- A. The topic of this article is important because

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- B. My opinion of the article is
- C. This article is important for me because
- D. The problem in the article is
- E. In the past
In the future

III. Preparation

- | | |
|--|--|
| A. Useful vocabulary; meaning in English | B. Three “why” questions about my article and my answers |
| 1. | 1. Question: Why |
| 2. | Answer: |
| 3. | 2. Question: Why |
| 4. | Answer: |
| 5. | 3. Question: Why |
| | Answer: |
-

Newspaper Article Presentation : (Reporting Student)

Step 1

I. Summary (3 minutes speaking)

- ① Tell your partner the information you wrote on your Newspaper Article Worksheet: 1. Summary A. Title information.
B. Answers to Who-What-When-Where-Why-How.
- ② Speak slowly and clearly. Your partner is taking notes.
- ③ Be ready to explain difficult vocabulary. Use the notes you wrote on your Newspaper Article Worksheet, III. Preparation A. Useful vocabulary.
- ④ Do not show your paper or your article to your partner. You may need to spell difficult words.

Step 2

II. Reaction (3 min.)

- ① Your partner will ask you 3 or 4 questions. Listen carefully.
- ② Tell your partner the answers you wrote to these questions.
Speak slowly and clearly. Your partner is taking notes.
- ③ Do not show your paper or your article to your partner. You may need to spell difficult words.

Step 3

III. Preparation B. (2 min.)

- ① Ask your partner the 3 “why” questions you wrote on your Newspaper Article Worksheet.
- ② Your partner should answer the questions.

If your partner doesn't know the answers, tell him.

→ If your partner doesn't know the answers,

1. your explanation was not good, not easy enough to understand or
not enough information was given

or

2. your questions were not good, not clear or not about your
explanation.

Try to do better next week.

Step 4

IV. Reporting on another student's article (3 min.)

- ① You will get a new partner.
- ② This partner will tell you about another student's article.
- ③ Listen. Try to understand.

Teaching the Newspaper

Newspaper Article Presentation (Note-taking Student)

Emergency English

Could you repeat that?

Could you speak more slowly?

Could you speak more loudly?

How do you spell (word)?

Step 1

I. Summary (3 minutes speaking)

- ① Your partner will tell you about his article: title information and answers to Who-What-When-Where-Why-How.
- ② Take short notes below.
- ③ Ask questions (Emergency English) if you don't understand.

A. Title information:

B. Summarized information:

- (1) Who is the article about?
- (2) What happened?
- (3) When did it happen?
- (4) Where did it happen?
- (5) Why did it happen?
- (6) How did it happen?

Step 2

II. Reaction (3 min.)

- ① Ask your partner 3 or 4 of the questions below.
- ② Take short notes.
 - A. Why is the topic of the article important? /OR/ Why is the article in the newspaper?
 - B. What is your opinion of the article? /OR/ What are your comments on the article?

- C. How does the article relate to your life? /OR/ What did you learn from the article?
- D. What is the problem or issue discussed in the article? How could the problem or issue get worse? How could the problem or issue be solved?
- E. What happened in the past regarding the topic of your article? What will happen in the future regarding the topic of the article?

Step 3

III. Preparation B. (2 min.)

- ① Your partner will ask you 3 “why” questions about the article. Answer them.
- ② If you can’t answer, your partner will tell you. Take notes on any answers you didn’t know.

Step 4

IV. Reporting on your partner’s article (3 min.)

- ① You will get a new partner.
 - ② Look at your notes. Tell your new partner about your old partner’s article: Title-Who-What-When-Where-Why-How-Reaction.
 - ③ Your new partner won’t take notes. He’ll just listen.
-

Appendix 2

Below is the list of the stems and affixes that appear in *Reader’s Choice*.

Prefixes-

a-, an- without, lacking, not

ante- before

bene- good

bi- two

by- aside, or apart from the common, secondary

circum- around

com-, con-, col-, cor-, co- together, with

contra-, anti- against

de- down from, away

Teaching the Newspaper

dia-	through, across	epi-	upon, over, outer
hyper-	above, beyond, excessive	hypo-	under, beneath, down
in-, im-, il-, ir-	in, into, on	in-, im-, il-, ir-	not
inter-	between	intro-, intra-	within
micro-	small	mis-	wrong
mono-	one, alone	multi-	many
peri-	around	poly-	many
post-	after	pre-	before
re-, retro-	back, again	semi-	half, partly
sub-, suc-, suf-, sug-, sup-, sus-	under	super-	above, greater, better
syn-, sym-, syl-	with, together	trans-	across
tri-	three	ultra-	beyond, excessive, extreme
uni-	one		

Stems

-anthro-, -anthropo-	human	-arch	first, chief, leader
-aster-, -astro-, -stellar-	star	-audi-, -audit-	hear
-auto-	self	-bio-	life
-capit-	head, chief	-ced-	go, move, yield
-chron-	time	-corp-	body
-cycle-	circle	-derm-	skin
-dic-, -dict-	say, speak	-duc-	lead
-fact-, -fect-	make, do	-flect-	bend
-gam-	marriage	-geo-	earth
-graph-, -gram-	write, writing	-hetero-	different, other
-homo-	same	-hydr-, -hydro-	water
-log-, -ology	speech, word, study	-man-, -manu-	hand
-mega-	great, large	-mit-, -miss-	send
-morph-	form, structure	-mort-	death
-onym-, -nomen-	name	-ortho-	straight, correct

-pathy- feeling, disease

-phon- sound

-pon-, -pos- put, place

-port- carry

-scrib-, -script- write

-son- sound

-spir- breathe

-tele- far

-therm-, -thermo- heat

-ver- true

-voc-, -vok- call

-phil- love

-pod-, -ped- foot

-polis- city

-psych- mind

-sequ-, -secut- follow

-spect- look at

-soph- wise

-theo-, -the- god

-ven-, -vene- come

-vid-, -vis- see

Suffixes

-able, -ible, -ble capable of, fit for

-er, -or one who

-ic, -al relating to, having the nature of

-ist one who

-ize to make

-oid like, resembling

-tion, -action condition, the act of

-ate to make

-fy to make

-ism action or practice, theory or doctrine

-ity condition, quality, state of being

-ness condition, quality, state of being

-ous, -ious, -ose full of, having the
qualities of